

Representation of Education and Government in the Speech of Indonesian Minister of Education and Culture

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Abstract-The role of language in the era of social change allows discourse to contain a variety of hidden agendas. So does the speech of government officials who did not escape the public spotlight. This research is aimed to explain the representation of education and positioning of the government in the speech of the Minister of Education and Culture of Republic of Indonesia on the National Education Day, May 2nd, 2018. The method used is a critical discourse analysis model analysis framework Rodger Fowler which is focused on the word level. The result of the research shows that the speech of the Minister of Education and Culture of Republic of Indonesia on the ceremony of National Education Day, May 2, 2018, reflects the role of government in promoting education and education relation with culture through classification vocabulary, view restriction, discourse battle, and marginalization. The government is represented in an elevated position for efforts and policies to advance Indonesia's education through (1) classifying the government as an actor or a caring party to education in Indonesia, (2) limiting public views on efforts and policies undertaken by the government in advancing education, and (3) a discourse contest that puts the government in an active role in advancing Indonesian education.

Keywords-educational representation; government representation; word level; Rodger Fowler; critical discourse analysis.

I. INTRODUCTION

The development of today human civilization gave birth to the latest cultures that brought people into a new era. An age of rapid social change that can not be separated from the role of language (Santoso, 2010). Language becomes the key to how the interest holders achieve their goals --such as the findings on two candidates for the Iranian Presidential candidate (Gowhary., et.al., 2013); how the ideology is disseminated (Suryani, 2014); on the Hundred Days Travel Documentary Indonesia Travel Program Kompas TV (Ramadan and Afrilia, 2017); how the audience is led to the desired assessment (Ardianto, 2012) such as the findings on the Daily Mind and Daily Kompas in forming the branding of President Yudhoyono's reputation; how a particular person or group is marginalized or hegemonized, such as the findings on the counter-terrorist discourse and the role of the media in providing public visibility for terrorist attacks (Mylonas, 2006). This shows that language is no longer neutral, but fights for the interests of the wearer.

Without realizing it, language is not only limited to communication tools but is used to fight for the interests of the wearer. It does not escape the human nature that has many interests. These interests are attempted to be realized by the language used with the various strategies chosen. Includes discourses presented between serious and relaxed like a documentary (Calzati, 2015). The Movie The Act of Killing also reconstructs the public perception of the PKI which has been perceived as a forbidden organization (Ardianto, 2012). In fact, in Arizona, such as interrogates narrow and conservative political discourses in informing educational policies (Koyama, 2017).

The interests of the language speakers, illustrated by the use of certain vocabulary. In 2010, Heryadi sees the existence of language relations (vocabulary in this case) with the provision of power in the political speech of the Presidential and Vice Presidential Candidates 2009-2014. So is the representation of Jakarta Post's support for Jokowi's figure as the leader (Kurniawan and Amalia, 2017). Relevant to Fairclough's exposure that vocabulary is one tool for text analysis internally (Fairclough, 2004). In accordance with the formal nature of the text from the discourse point of view that the production of the text leaves the clue in a text so that its interpretation is based on textual elements (Titscher, et al., 2009). Therefore, from a critical point of view, the discourses present to audiences are not merely informational. The interests of the language speakers, illustrated by the use of certain vocabulary.

However, how the discourse is produced, who wrote, for whom, for what purpose, the interests being championed, the ideology that was promoted into the parts that helped compose a unity of existing discourse. This is closely related to the strategy of constructing reality, prevailing communication systems, internal and external dynamics, including ideology, markets, sponsorship, and others (Hamad, 2005). There is a connection between language, social, power, identity, ideology, politics, and culture (Rahimi and Mohammad, 2011). In other words, the vocabulary becomes the key to uncovering the hidden intent that lies behind certain discourses. In fact, it is likely to be found in government officials' speeches on various occasions.

The speeches of the authorities are always in the spotlight, especially during the commemoration of the important national days. Not only for the media, but also for the communities directly involved in it, or the audiences

who pay attention to the development of their own people. Likewise with the commemoration of national education day. Speech delivered by the Minister of Education and Culture of the Republic of Indonesia should have raised the critical power to see the issue of education, how education is delivered and how the government is placed. Therefore, through this article will be explained (1) education representation and (2) the government in the speech of the minister of education and culture of Indonesia on the Memorial Day of National Education (National Education Day), two May 2018.

II. METHODS

This research is a qualitative research because it is aimed to understand the phenomenon experienced by the research subject holistically through the description on the natural special context by utilizing scientific method (Moleong, 2010). The approach used is a critical approach, which is a full analysis of criticism, a voiced analysis to reveal hidden power and ideology as the complexity of human communication in the age of industrial society and information (Santoso, 2012). In addition, reality is understood as a reality mediated by values (Hidayat, 2009). Therefore, this research is intended to reveal the hidden intent, that is how the government is positioned and how education is described in the speech of the Minister of Education and Culture of RI on the anniversary of National Education Day, May 2, 2018.

The method used is critical discourse analysis method, that is Rodger Fowler analysis framework, et al. Fowler, et al. view language as a classification system that illustrates how reality is seen and allows one to control and organize experiences in social reality according to different cultural, social, and political experiences. Different languages, vocabulary will produce different realities. Language provides the means by which audiences receive and understand reality (Eriyanto, 2000). Therefore, the use of certain languages intentionally or not marginalizes, describes a person or a group of public speaking (Fowler, 1996; Eriyanto, 2000).

The Fowler analysis framework places attention at the words and sentence levels. The focus of this research is on word level, ie vocabulary (1) classification, (2) limiting views, (3) discourse battles, and (4) marginalization. Analysis at the word level is intended to get an explanation of how the events and actors involved in the event are discussed (such as table 1 below).

Table 1. Bentuk Analisis pada Level Kata (Diadaptasi dari Eriyanto 2009)

Level	Who Wants To See
Word	The choice of words used to represent the government's position in the speech of the Minister of Education and Culture of Indonesia at the ceremony of the National Education Day May 2th, 2018. The choice of words used to represent education in the speech of the Minister of Education and Culture of Indonesia at the ceremony of the National Education Day, May 2nd, 2018.

The word is not only seen as a marker or identity, but it is connected with what ideology and meaning to be communicated to audiences (Eriyanto, 2000). In other words, it will be seen which parties or groups are benefited, harmed, or in marginalized positions through the word choice. Thus, the analysis at the said word level is the vocabulary analysis used to represent the government and education of Indonesia in the speech of the Minister of Education and Culture of RI on the anniversary of National Education Day, May 2, 2018.

III. FINDING AND DISCUSSION

The representation of education and government in the speech of the Minister of Education and Culture of RI on the Memorial Day of National Education, May 2, 2018 seen through the vocabulary used. Judging from the word level, the speech of the Minister of Education and Culture of Republic of Indonesia on the ceremony of National Education Day, May 2, 2018 reflects the role of government in advancing education and education relations with culture. Meanwhile, the government is represented in an elevated position (table 2).

Table 2. Education and Government Representation in the Speech of the Minister of Education and Culture of the Republic of Indonesia on the anniversary of National Education Day May 2, 2018 (Adapted from Eriyanto, 2009, p. 165)

Aspect	Vocabulary Level Representation
Education	<ol style="list-style-type: none"> 1. Vocabulary classifies the role of government in advancing education and the relationship between education and culture. 2. Vocabulary limits public opinion regarding the role of government in advancing education and the relationship between education and culture. 3. Vocabulary discourse by highlighting the role of government in advancing education and education linkage with culture. 4. Vocabulary marginalizes the public who are not concerned with the progress of education in Indonesia.
Government	<ol style="list-style-type: none"> 1. Vocabulary classifies the government as a concerned party of Indonesian education. 2. Vocabulary limits the public's view of government efforts and policies to advance Indonesian education. 3. Vocabulary discourse battle by winning public acceptance in government positions.

Education Representation in the Speech of the Minister of Education and Culture of RI at the National Education Day , May 2, 2018

Education in the speech of the Minister of Education and Culture of Republic of Indonesia on the ceremony of National Education Day, May 2, 2018 represents the role of government in promoting education and education relations with culture through vocabulary (1) classifying, (2) limiting views, (3) discourse battles related to the role of government in advancing education and educational relationships with culture and, (4) marginalize those who are indifferent to education in Indonesia. The close relationship between education and culture as well as the role of government in the field of education represented by vocabulary classifies the role of government in advancing education and educational relationships with cultures such as the following example (1).

- (1) If our education is fertile and shady, cultural roots will deepen in Indonesia's homeland (P5K3) (P5K3 reads the 5th paragraph of the 3rd sentence); the commemoration of national education day this time we make a momentum to do muhasabah, mesu budi, or reflection on the efforts that we have strived for in education (P3K1); looking forward, making projections (P3K2); looking back, hurrying forward, reaching the ideals of the future of national education we crave (P3K3).

The use of word/combination of words if, our education, fertile and shady, cultural roots, will take the deeper representation of the relationship between education and culture. The use of conjunctions when bringing the public to the supposition and point of view of the relationship between education and culture. Our education, fertile and shady, cultural roots, is deeply rooted in concocting the identification of the point of view of the relationship between education and culture. The combined use of words we have strived to make a classification that the government has implemented its role in seeking the progress of education in Indonesia. Witnessing, looking, rushing, reaching is an active form of a verb that places the government as a subject and classifies the public point of view on the role of government in advancing Indonesian education. As with Almeciga's findings, W.Y.E. (2012: 45) on how ideology is maintained and extends the gap between socio-economic groups to protect the interests of a small percentage of population subjects.

The representation of education in the speech of the Minister of Education and Culture of Republic of Indonesia on the anniversary of National Education Day, May 2, 2018, is closely related to culture and the role of government in advancing education through vocabulary limits public view. The vocabulary of limiting public view is an attempt made by the discourse in leading the public point of view to have a common point of view with discourse about the role of government in education and educational relationships with culture, as in example (2) below.

- (2) We are committed to continuing to build education (P5K1); education that is sustained and illuminated by national culture (P5K2); therefore, the advanced culture is a prerequisite that must be fulfilled if the education is to thrive, solid, and towering (P4K5).

The use of the word committed strives to be an active form of a verb that places the government and the public through our pronouns into the desired perspective of the discourse. The use of these two words indirectly limits the public's viewpoint on the role of government in advancing education in Indonesia. The use of the word lived and irradiated also

limits the public's view of the close relationship between education and culture. It is, therefore, a conjunction that leads and limits the public point of view to the desired conclusion of the discourse on the existence of educational and cultural relations. Part of a hidden practice embedded in discourse. Similarly, the findings of Sadeghi M. (2012: 166) that the analysis is intended to understand the invisible social process, namely male dominance in the discourse.

The use of discourse vocabulary - in the speech of the Minister of Education and Culture of RI at the National Education Day anniversary, May 2, 2018 - represents the role of government in advancing education and the close relationship between education and culture. Discourse makers seek to justify the point of view that governments have sought to advance education and the relationship between education and culture, as in example (3) below.

- (3) As recognized by one of the Assistant Director-General of UNESCO, namely Fransesco Bandarin ... (P7K2); it is not surprising that children in the interior are beginning to experience the pleasures of learning in an adequate and enjoyable school (P11K2); therefore in the coming years the government will prioritize infrastructure development in the foremost, outermost and underdeveloped (3T) areas so that these areas are integrated and connected to educational and cultural services (P11K4).

In example (3) it appears that the discourse maker seeks to justify the point of view to the public. Discourse makers use discourse-fighting vocabulary that provides further information and supports the point of view presented. Discourse makers use word combinations as acknowledged by the Assistant Director-General of UNESCO as a supporter of part of the discourse to justify the point of view presented. Discourse battle vocabulary is also seen in the efforts of discourse to state the role of government related to the improvement of education and culture services through start to feel, learning favors, adequate, fun, priority infrastructure development, foremost, outer, and left behind, in order to be integrated, connected. Part of the justification point of view that the government takes an active role in efforts to promote Indonesian education. In other words, the discourse enters various forms of hidden interests through discourse. Part of discourse practice. Similarly, the findings on how a discourse is interpreted and presented to the public on the Arizona Department of Education website, as well as how they are interpreted and presented on the state's three largest school website (Silva, Bernstein, and Read, 2016).

Education in the speech of the Minister of Education and Culture of the Republic of Indonesia on the ceremony of National Education Day, May 2, 2018, represents the role of government and the relationship between education and culture through the use of public marginal vocabulary that is not concerned with the progress of education in Indonesia. The public who is not concerned with the progress of education is placed in a marginal position. The use of vocabulary that gives rise to pessimistic attitudes, such as to example (4) follows.

- (4) The ideals of national education and culture can only be realized if we work hard and broad-based (P8K1); only in that way, the work of education and culture can reach all parts of Indonesia (P8K2).

Use only can, only by providing the prerequisites that must be met so that the progress of education can reach the entire territory of Indonesia. The use of word combination can only, only by giving a pessimistic meaning of the ability to realize or not the progress of education in Indonesia based on the synergy between education and culture. The pessimistic meaning of the word puts the public who is not concerned with Indonesian education in the marginalized position. In addition, the Discourse makers also emphasize the role of teachers, parents, and communities to improve education performance, such as the findings that families, schools, and communities are a partnership, an important part of student achievement (Radina and Evan, 2014).

Government Representation in the Speech of the Minister of Education and Culture of RI at the National Education Day , May 2, 2018

The government is represented in an elevated position through the classification of government as a party concerned with education in Indonesia. The government is positioned as the beneficiary of the efforts and policies taken for Indonesia's advancement among the various limitations, as in example (5) below.

- (5) The Government has worked tirelessly and has built, strengthened the infrastructure that can become the binding belt of education and culture in Indonesian ties, among which the rapid development of transportation facilities has been widely perceived by the public (P10K1); countless good practices of KDP were distributed voluntarily (P15K2).

The use of word/compound words such as tireless work, building, strengthening, binding belts classifies the government as concerned about education in Indonesia. The government is positioned as a tireless worker in pursuit of various things that support the synergy of the progress of education and culture of Indonesia. The use of the word builds and reinforce, countless (exaggerated to achieve a certain effect). It also proves a real effort by the government. The

government is used as the subject of activity and work as the meaning contained in the word build and strengthen. The use of such active verbs requires the explicit presence of the subject, ie the government. The use of composite reminder beliefs reinforces the government's position as an actor or actor who plays a central role in promoting the advancement of education in Indonesia that is explicitly supported by the use of word/compound words perceived, benefits, widely, by society. Similarly, the findings on the practice of the impact of education policy to analyze the language used by the 21st century-focused reform organization to promote its programming with the language that local actors use to explain its application (Lenhoff and Ulmer, 2016).

The positioning of the government as an exalted party is also seen through the use of vocabulary to limit the public view to the point of view that the discourse wishes to disseminate. Vocabulary limits public view to directing the public to the desired perspective of discourse - in this case putting the government in an elevated position for efforts and policies in advancing Indonesian education as the example (6) below.

- (6) As we know (P1K2); this is where the intersection between education and culture (P3K2); committed to continuing to build education (P5K1).

The use of word combinations as we know limits the public view to the point of view that the government wants to implant. The government is placed in a position that agrees with the public so that the public is directed to the views to be conveyed discourse maker. Placing the government in an elevated position by limiting the public's view that the government views education as something of value to continue pursuing and championing the government. Relevant to the findings on how both websites marginalize others through what is called the Absent News (Eissa, 2015).

Vocabulary limits views represented through the use of our pronouns. We are referring to the government and the public (the Indonesian people who care about education). The use of our pronouns limits the public view that governments have sought. Our usage does not necessarily put the public involved, but the refined form of the discourse attitude to elevate the government at the same time shows a positive attitude that there is still a caring Indonesian society like the government. Thus, the government is placed in an elevated position for government concern, effort, and policy as in Example (7) below.

- (7) We look ahead or make projections about the national education we aspire to (P3K2); we need to ponder for a moment to look back (P3K3); see what we have done in the field of education and then rush forward to achieve the ideals of the coveted national education future (P3K4); that our education is an education based on Pancasila and the 1945 Constitution (P4K1); if our national culture plunges strongly into Indonesia's national education (P4K2).

The use of our pronouns is a form of smoothing done by the discourse maker to lead the public point of view according to the opinion of the discourse. Including the public through our pronouns is a form of refinement to limit the public view according to the government's point of view so that the government is in an elevated position. Relevant to the findings about how both websites set our dichotomy towards them (Eissa, 2015).

The government's placement in an elevated position is represented through the use of discourse battles. The vocabulary that supports the government and puts the government on a justified truth claim in a matter. Such positioning makes the government in an elevated position as in example (8) below.

- (8) In the Law ... it is mentioned that ... (P4K1); in addition, the enactment of Law No. 5 of 2017 on the promotion of culture will reinforce the position of national culture as the spirit, giver of life, and the buffer of our national education building (P4K3); in the last three years, the government has built and strengthened infrastructure in almost all cornerstones of water (P9K2); facilitate education work ... expand access (P4K3).

The use of the word/combination of words such as example (4) above justifies and reinforces the government's position as a party who takes a role and contributes greatly to advancing education in Indonesia. Bench-form policies such as laws that affect other derivative policies place the government in an elevated position. As well as the use of comparisons such as the spirit, the giver of life places the government indirectly as the policymaker and mobilizer source as the combined meaning of the word giver of life. In almost all corners of the country, it facilitates education work, enhances access to strengthen and strengthens justification of government efforts, policies and regulations that put the government in an elevated position. This shows that language is not always seen as a neutral vehicle representing reality (Darweesh and Abdullah, 2016).

The government placement in an elevated position is not only represented by a positive vocabulary that supports the government, but also by applying vocabularies with negative taste values. The use of such vocabulary is a form of fairness of discourse in describing reality so that discourse looks balanced, such as the use of word/combination of words although not fully completed in the phrase "Although not yet finished, the benefits can be enjoyed"

Although limited in the phrase " on a priority scale, new school buildings are also established in the interior. "The use of the word/combination puts the government in an elevated position. So also with the union of untouched words in the phrase "Nevertheless, it must be honestly acknowledged that the vast expanse of the canal from the territory of Indonesia causes not yet all areas can be untouched development can be untouched infrastructure that can be the educational and cultural belt in the bonds Indonesian. The government is represented in a position that continues to strive, struggling, despite the limitations that exist.

IV. CONCLUSION

The speech of the Minister of Education and Culture of the Republic of Indonesia on the ceremony of the National Education Day on May 2, 2018 reflects the role of the government in promoting education and educational relationships with culture through the vocabulary of classification, the limitation of views, the discourse struggle related to the role of government in advancing education and the relationship between education and culture and public pronunciation. not concerned with the advancement of education in Indonesia. The government is represented in an elevated position through classification as a party concerned with the advancement of education in Indonesia. The use of active verbs requires explicit subject presence, ie the government so that the government is in a favorable position. The positioning of the government as an exalted party is also seen through the use of vocabulary to limit the public view to the point of view of the discourse. Vocabulary limits views represented through the use of our pronouns. We are referring to the government and the public (the Indonesian people who care about education). The use of our pronouns limits the public view that governments have sought to advance Indonesian education, including the public, and a refinement of the discourse attitude so that the government is in an elevated position. The use of the discourse battle plots puts the government to a justified truth claim in a matter. Based on the findings, it is seen that oral discourse like speech did not escape from discourse practice containing a hidden agenda. However, not all of them contain negative intentions depending on the ideology that embodies the discourse. Therefore, it is necessary to foster and develop awareness to understand discourse critically in order to gain a deep and holistic understanding.

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